

For Sunday reading: *A Life of Jesus*, by Basil Mathews (Oxford Press, 7/6). *Ancient Jerusalem*, by Dr. James Baikie (Black, 2/6), pp. 42-90. *What Mean Ye by these Stones?* by Rev. J. M. Crum, M.A. (S.P.C.K., 1/-), pp. 67-96. *The Firebrand of the Indies* (Francis Xavier), by E. K. Seth-Smith (S.P.C.K., 2/6). *Pioneering for Peace* (League of Nations), by Hebe Spaul (Sheldon Press, 3/6), pp. 1-75.

Sunday Occupations: A Book of Centuries. Choose and inscribe texts and mottoes, using "Bridges" writing, cards 6 and 9. Choose and inscribe verses, in beautiful lettering on good paper or vellum.

Writing.

Choose and transcribe passages from (a), the poets set, and, (b), other literature, in *A New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

Composition.

Oral or written narration every day after each subject. Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme.

Poetry should be read frequently; doggerel must not be written. Metres of poems read under Literature should be followed. Webster's *Little Gem Dictionary* (Bell, 1/6), may be used for reference.

Pupils are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, c/o P.N.E.U. Office).

English Grammar. (See N.B. 4.)

Parse and analyse each week from books of poetry and prose, making progress each term.

A Senior English Grammar,* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 9-23 and 114-132 (with suitable exercises from the end of the book).

Beginners use *A New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), with additional exercises from Morgan's *Exercises in English Grammar*,* (Murray, 1/9).

Literature. (See N.B. 1.)

The History of English Literature for Boys and Girls, by H. E. Marshall (Jack, 10/6), pp. 247-292, and 319-355. Shakespeare's *Midsummer Night's Dream*,* (Blackie, Plaistext, 6d.). Kingsley's *Westward Ho!*,* (Nelson, 1/3). Spenser's *Faerie Queene*,* Book I. (Oxford Press, 1/6). Bacon's *Essays*,* (Blackie, 10d.). Read poetry daily.

Shakespeare to Hardy, An Anthology of English Lyrics,* (Methuen, 1930 Edition, 3/6).

A Literary and Historical Atlas of Europe, by J. G. Bartholomew (Dent, 2/6), may be used.

English History.

A History of England,* by Cyril Robinson, Vol. II. (Metlinen, 3/6), pp. 63-115 (1556-1625). See also *Medieval and Modern Times* below.

Make summaries of events and dates, and finish a chart of the 16th Century. Read the daily news and keep a calendar of events.

Take *The Home and Class Room* section of *The Times* (*Times* Office direct 6/- a year).

Teacher will find useful Quennell's *History of Everyday Things in England*, Part IV. (16th Century), (Batsford, 3/-). *History Charts* (P.N.E.U. Office, 6d.).

General History.

Medieval and Modern Times,* by J. H. Robinson (Ginn & Co., 10/6), pp. 331-367 (omitting set questions).

Ancient Times: A History of the Early World,* by J. H. Breasted (Ginn, 10/6), pp. 1-73 (omitting set questions).

Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or, better, 2/6): see illustrated leaflet by Miss Bernau (6d.).

Put in events and illustrations from all the history studied during the term, (Bible, English, French, General). Visit British Museum or local museums.

Use British Museum *Guide to Greek and Roman Antiquities* (2/-), and Postcards, see catalogue to be had from the Museum,

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 1-23. North's *Plutarch's Lives: Pompey*,* (Blackie, 10d.), pp. 1-64. *Hellas the Forerunner*, Vol. II., by H. W. Household, M.A. (Dent, 3/6), pp. 61-105.

A Dictionary of Classical Names for English Readers, by W. T. Jeffcott (Macmillan, 2/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). Quennell's *Everyday Things in Archaic Greece* (Batsford, 7/6).

For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).

Geography.¹

Map questions (as in the Ambleside Books) to be answered from map before each lesson, then reading and narration.

Memory sketch maps. Local geography out-of-doors; see *Home Education*, Parts II. and V.

Ambleside Geography Book V., 1931 edition, (Kegan Paul, 5/-), pp. 1-20 (Asia general and Siberia); *Book IV., 1928 edition* (4/-), pp. 145-179 (Germany). Huxley's *Physiography*,* (revised 1924, Macmillan, 5/-), pp. 270-317. Some account of the physiography of your neighbourhood.

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week.

Philip's *Modern School Atlas of Physical, Political and Commercial Geography*,* (1929 edition, 7/6). Teacher will find useful *Outdoor Geography*, by H. Hatch (Blackie, 2/6).

¹ Overseas members see special leaflet.

Astronomy, Botany and Geology.¹²

The Stars in Their Courses, by Sir J. Jeans (Cambridge Press, 5/-), pp. 1-48; or, *Elementary Studies in Plant Life*, by E. E. Frisch and E. J. Salisbury (Bell, 3/6), pp. 1-30. *The Elements of Geology*, by M. A. Johnstone (Nelson, 3/6), pp. 197-259, with a good map of the British Isles; some account of the geology of your own neighbourhood.

Keep a Nature Note Book (P.N.E.U. Office, plain 2/3, interleaved 1/9), (see *Home Education*), with flower, bird and insect lists, and make daily notes.

For out-door work, some special study suitable to season and climate, e.g., (a) on the sea-shore, (b) woods in autumn.

See *Nature Rambles*, Vols. III. *Summer to Autumn*, for the holidays, and IV. *Autumn to Winter*, by Edward Step, F.L.S. (Warne, 2/6 each). S.N.S.U. Leaflets, Nos. 3 (*Conifers*), and 26 (*Common Lichens*, 2d. each). *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6), may be used.

General Science, Physiology.¹³

Some Wonders of Matter, by Bishop Mercer (S.P.C.K., 5/-), pp. 57-112. *Physiology for Girls*, by M. A. Johnstone (Blackie, 3/-), pp. 183-256.

French.² (See N.B. 4.)

L'Enseignement Littéraire du Français, by J. Molny, Vol. I. (Hachette, 2/6), lessons 19-26 inclusive. Teacher study preface. Read and narrate *Pathelin et Autres Pièces*, by M. Dondò (Heath, 2/6), pp. 68-141. Read several poems and learn one from *Recueil de Poèmes*, by J. Molny, Vol. II. (Blackie, 6d.).

For extra practice, use *New French Picture Cards*, Series II., by Marc Ceppi and H. M. Brock (Bell, 2/- a set). Read from a French Gospel (see under Bible Lessons).

Latin. (See N.B. 4.)

A Latin Book for Beginners. A Preparation for the Reading of Latin Literature, by M. C. Gardner, M.A., (Oxford Press, 3/-), Part II., pp. 53-58, inclusive. *Virgil's Aeneid*, Books I.-III., edited by C. E. Freeman, M.A. (Oxford Press, 2/6), pages 45-57.

German.² (See N.B. 4.)

Primary German Course, by O. Siepmann (Macmillan, 4/-). Lessons 27-30, inclusive. Teacher study preface, using the lessons, exercises, grammar, stories, poems, etc., as suggested. For narration, Niebuhr's *Griechische Heroen-Geschichten* (Oxford Press, 2/-), Nos. 1-12.

or. **Italian.**² (See N.B. 4.)

Italian Lessons and Readings, by C. U. Clark (Harrap, 4/6), Lessons 10-12, or continue. For narration, *Le Avventure di Pinocchio* (P.N.E.U. Office, 1/3), chapters 1-16 (inclusive).

The Italian Irregular Verbs (Hachette, 1/-) will be found useful.

² Schools may substitute the national language.

Arithmetic. (See N.B. 4.)

Dr. Ballard's *Fundamental Arithmetic*, Books V. and VI., with *Arithmetical Dictation*, Books V. and VI., by Alfred Wisdom, for rapid mental work. Teachers' Books are essential.

Fundamental Arithmetic, Pupil's Book VI. (University of London Press, 1/1), pp. 1-21, with Teacher's Book VI. (2/3). *Arithmetical Dictation*, Book VI. (U.L.P. 1/3), Ex. 331-351; or continue Books V.

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

Geometry. (See N.B. 4.)

A Shorter School Geometry, by Hall and Stevens (Macmillan, 4/6), pp. 165-183.

The School Set of Mathematical Instruments (P.N.E.U. Office, 1/- or 2/-).

Algebra. (See N.B. 4.)

A School Algebra, by H. Hall, Part I. (Macmillan, 3/6), pp. 111-113, 137, 138, 140-147, or continue

Picture Study and Architecture.

Study, describe, and draw from memory details of six reproductions of pictures by Jan Steen (P.N.E.U. Office, 2/- the set): see the special notes for teachers' use only in the September *Parents' Review*; also *Home Education* and *School Education*.

The Story of Architecture, by P. L. Waterhouse (Batsford, 6/-), pp. 228-261.

Drawing.

Studies of designs with, e.g., wild fruits, for book covers, tiles, etc. (see Glass, pp. 104-113). Original illustrations (e.g., of carols for Christmas cards) and simple memory drawings.

Paint-box with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Teacher should consult *Drawing, Design and Craftwork*, by E. J. Glass (Batsford, 12/-). *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6). *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6).

Music Appreciation.

The work of Schumann; see (a) article, and (b) records suggested under *Our Work* in the August *Parents' Review*.

Music; Piano, etc.

Music and its Story, by R. T. White (Cambridge Press, 5/-).

In addition to usual work, choose and learn a suitable composition by Schumann. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Singing and Ear Training.

Three English songs or carols and three French songs.
The Clarendon Song Books, Books III, and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). *The English Carol Books*, I, and II. (Mowbray, 2/6, words only, 3d.). *The Folk Songs of France*, Book I. (Novello, 2/-).
Fifty Steps in Sight-Singing, by Arthur Somervell, steps 35-38 (Curwen, 2/6), with suitable exercises from *The Rapid Sight Reader*, by Arthur Somervell (Boosey, 3d.), e.g., exercises 92-95. Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

Recitations.

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalm 25. Two hymns. A scene from *A Midsummer Night's Dream*, and two poems from anthology set.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.
*Homer's Odyssey** (the Butcher and Lang translation), (Macmillan, 4/6), Books 5-8. *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 1-45. *A Gentleman of France* by Stanley Weyman (Harrap, 2/6). Raleigh's *Discovery of Guiana* (Blackie, 10d.).

Drill, etc. (Choose new work each term.)

Daily drill, dancing or games

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Frye & Spottiswoode, 1/6) take six consecutive tables. Use also *1927 Supplement for Older Girls* (H.M. Stationery Office, 4d.). For drill music, *Music for Use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.
(b) Dancing: *The English Country Dance, Graded Series*, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instructions and music for 6 dances. *Scandinavian Dances*, Series III. (Ling Association, 11d.).
(c) Games: Netball; Lacrosse. *Hints on Coaching Netball*, by B. Stimpel (Ling Association, 1/6).

Work: Crafts, etc.

Do some definite house or garden work, and make Christmas presents.

Use (1) *Practical Housecraft*; (2) *Housewifery*; (3) *Cookery* (Longmans, 6d. each); *Gardening for Children*, by J. Gwynn (Harrap, 2/6).

(a) Cardboard modelling: make six models

Individual Work in Cardboard Modelling, Book II, by W. N. Matthews (Pitman, 10d.), (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6).

(b) Cooking

Catering for the Young, by D. Morton (Werner Laurie, 2/6).

(c) Sewing: cut out and make a garment, and do some embroidery.

Pattern Making and Cutting Out, by Mrs. E. Griffiths (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6), may be used also for stitches. *Embroidery on Various Material*, by E. Mochrie (Dryard, 2/6).

(d) Seat a stool with seagrass.
Dryad Leaflet No. 43 (6d.).

Boys: make models in woodwork.

101 Things for a Boy to Make, by A. C. Horth (Batsford, 5/-), or use *Toy Carving for Children* (Dryad Leaflet, No. 25, 2d., and sheet No. 15, 6d.).

Boys and girls, darn and mend garments from the wash each week.

First Lessons in Darning and Mending (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests.

Help the "Save the Children Fund," 26 Gordon Street, London, W.C. 1.

Everybody's Theatre, by H. W. Whanslaw (Wells Gardner, 5/-).

For drawing and all handicrafts, teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Forms III. and IV. lasts three years (ages 12 to 15). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/-), *School Education* (5/-), *Parents and Children* (5/-). A record of work should be kept (see Leaflet H).

N.B. 4.—In Grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form.

N.B. 5.—Each pupil should have a copy of all books, etc., marked*, and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 9 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

FORM IV.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. Give some account of the social and religious reforms of Nehemiah. What evidence have we that he was a "man of God" ?
2. What do you know of the message of the prophet Malachi? Quote verses if possible.
- II. 1. How did St. Paul defend himself (a), before Felix, (b), before Agrippa? What was the effect in each case?
2. Describe the circumstances of St. Paul's arrival in Rome, and his reception by the Jewish colony. What do we learn from *The Acts* of his life in Rome?
3. "Why speakest Thou unto them in parables?" Give and comment on our Lord's reply.

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared.) (Spelling is also considered in each answer.)

Westward Ho! chapter VI., "And even such . . . sea below."

Composition.

1. Write upon **one** of the following,—(a), The National Government and some of its problems, (b), Gandhi, (c), Raleigh and the discovery of Guiana.
2. Some verses on **one** of the following,—(a), "Birds of Passage," (b), Nansicaa, (c), St. Francis Xavier.

English Grammar.

1. Analyse, parsing the words in italics,—
"In *rigorous* hours, when down the iron lane
The *redbreast* looks in vain
For hips and haws,
Lo, shining flowers upon my *window-pane*
The silver *pencil* of the winter draws."
2. Write notes on the following, using them in sentences,—
brethren, score, scissors, men-servants, genius, star-light, deer, kine.
3. What early influences helped to mould the English language before the Conquest? What do you know of the dialect of your own (or any other) part of the country? Give examples.

Literature. (Only three questions should be answered.)

1. Write shortly the story of the Red Cross Knight in the *Faerie Queene*, Book I., quoting lines that have struck you.
2. Write a brief account, with quotations, of the fairy scenes from *A Midsummer Night's Dream*.
3. An essay on (a), travel, or, (b), gardens, in the manner of Francis Bacon.
4. Mention the six characters which interested you most in *Westward Ho!* Describe two of them.

English History.

1. Describe the foreign policy of Elizabeth, showing how she tried to keep the Balance of Power in Europe.
2. Give some account of Elizabethan Englishmen during the years following the Armada.
3. By what thoughts and actions did James I. gradually forfeit the loyalty of his subjects?

General History.

1. Give some account of (a), the earliest Nile-Dwellers, (b), the Pyramid Age. Approximate dates.
2. Describe the revolt of the Netherlands in the reign of Philip II. Dates.

Citizenship.

1. Show that (a), restlessness, and, (b), rest, are good servants but may be bad masters.
2. Write (a), as from one of his officers about the appointment of Pompey as admiral of all the sea from Hercules' pillars, sketching briefly the events that followed, or, (b), a letter as from Pompey about his dealings with (a), Sertorius, (b), Mithridates.
3. Give some account of Kleon and the revolt of Mityliné.

Geography.

1. Give a sketch map of Germany, putting in the boundaries, physical features, chief states, and towns. Describe (a), two mountain regions, (b), Prussia.
2. Describe and account for three of the different landscapes to be seen in Asia.
3. Write a short account of the deposits formed by the remains of plants. Diagrams.

Natural History.

1. Describe (a), a journey through time and space to the moon, (b), a close view of the moon.
or, 1. Explain the different kinds of work which is done for the plant by the leaf. Add notes, with diagrams, on the variety of foliage-leaves.
2. What evidences are there of a glacial epoch in the British Isles? Diagrams.
3. Write notes, with drawings, of your special study this term.

General Science.

1. Write notes on the "marvellous facts" suggested by the words,— element, atom, molecule, chemical action.
2. Describe, with diagrams, the structure and functions of the skin. Give some rules for the care of it.

Picture Study and Architecture.

1. Describe "Our Daily Bread," by Jan Steen.
2. Describe briefly the transitional period of architecture under (a), Elizabeth, and (b), James I.

French.

1. Translate into French *L'Enseignement Littéraire*, page 59, Exercise 7, "What . . . foresee."
2. Re-write, in the present tense, *Les Sabots des Petits Bergers*, "Nous . . . pieds nus" (*L'Enseignement Littéraire*, p. 63).
3. Write, in French, the story of *Les Deux Aveugles*.

Latin.

1. Translate: (1) He stayed at Rome for two days, then came on the third day to Capua. (2) When we saw the ship come into the harbour we hastened to see it. (3) While the Cyclops sought the shore Aeneas fled.
2. (a), Translate: *Latin Book for Beginners*, § 55, verses 14 to 19. (b), Read the Latin again, then write a narration in Latin.
3. (a), Translate: *Aeneid*, Book II., lines 201-211, "Lao-coon . . . ora." (b), Read the Latin to yourself, then say where the sound echoes the sense.

German.

1. Translate into German, *Reproduction*, page 195.
2. Translate, in the perfect tense, Exercise (b), 1-10, page 198.
3. Write in sentences, the adverbs forming a contrast to *hier, unten, heute, nie, früh*.

or, Italian.

1. Translate into Italian, Exercise B 1, page 65.
2. Write down and translate four Italian proverbs.
3. Make sentences, using the 3rd Person Singular Present and Imperfect Indicative of the following verbs:— *servire, pulire, capire, finire*.

Arithmetic.

1. Simplify:
$$\frac{(.03 + .006) \times .027 \times .15}{(.03)^2 \times .012 \times (.06 - .015)}$$
2. If $\frac{9}{4}$ of a bar of gold is worth £150 more than $\frac{3}{4}$ of the bar; how much is the bar worth in French money when £1 = 101.325 francs?
3. A garden roller has a radius of 1 ft. and a breadth of 3 ft.; how many times will it revolve in rolling a lawn 62.8 ft. by 24 ft.? ($\pi = 3.14$).

Geometry.

1. Prove that angles in the same segment of a circle are equal.
2. AB is any chord of a circle, CD is a second chord cutting AB at right angles at E. If $\angle BAC = 35^\circ$ find the number of degrees in $\angle ABD$. If O is the centre of the circle prove that $\angle AOD + \angle BOC = 180^\circ$.
3. Draw any two circles cutting each other at P and Q, and draw the diameters PX and PY of the two circles. Prove that XQY is a straight line.

Algebra.

1. Factorise: 1. $a^2 + 7ab - 44b^2$
2. $64x^2 - 1$.
2. Two digits forming a number change places on the addition of 9, and the sum of the new number and the original number is 55. Find the number.
3. Draw the graph of: $y = x^2 - 3$ from $x = -3$ to $x = 3$.

Drawing (with brush and in colour).

1. A Christmas card.
2. A memory drawing of a tree in winter.

Music Appreciation.

What music by Schumann have you heard this term, and what have you learnt? Write what you can about any one of the compositions.

Recitations. *

Father to choose two Bible passages and (a), a poem, or, (b), a scene from a play or novel.

Reading. *

Father to choose a poem, and a leading article from a newspaper.

Music. *

Examine in work done.

Singing. *

Father to choose an English, a French, and a German song, and three exercises.

Drill. *

Report progress.

Work. *

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 7th. Papers to be posted on December 12th, *with no other enclosure*. The examination should last a full school week.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' or Teacher's Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by schools.

N.B. 4.—MEMBERS OVERSEAS may send in examinations at the end of *any two* of the three terms in the year.

Members are asked to state on the *Parents' or Teachers Report Form (a)*, how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.